



Information about the subject

Degree: Bachelor of Science Degree in Business Administration and Management

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 300207 **Name:** Science, Reason and Faith

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Humanities

Subject Matter: Business Ethics **Type:** Compulsory

Field of knowledge: Ciencias Sociales y Jurídicas

Department: Accounting, Finance, and Management Control

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English, Spanish

Lecturer/-s:

302A	<u>Santiago Emilio Vidal Tormo</u> (Responsible Lecturer)	santiago.vidal@ucv.es
302B	<u>Santiago Emilio Vidal Tormo</u> (Responsible Lecturer)	santiago.vidal@ucv.es
302C	Julen Alexandre Carreño Aguado (Profesor responsable)	ja.carreno@ucv.es
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Module organization

Humanities

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/1
Business Ethics	12,00	Ethics and Deontology	6,00	3/2
		Science, Reason and Faith	6,00	2/2

Recommended knowledge

Not required.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student adequately values the person and the factors that constitute his nature: physical, psychic, rational and spiritual.
- R2 The student recognizes the social character of the person and the primacy of love in human relationships, valuing the foundations of solidarity action.
- R3 The student understands the dynamics of freedom and its implications: moral responsibility.
- R4 The student is able to acquire the basic notions of science and the processes of hominization and humanization.
- R5 The student knows how to reflect and give an account of the existential questions: yearnings, limits and transcendence.
- R6 The student sharpens the sense of faith in order to establish a fruitful dialogue with current thinking and culture regarding the human condition and its fundamental problems.
- R7 The student is able to deepen the reasons that support his hope.
- R8 The student knows how to be receptive to all those theories and thoughts that do not convince him/her, being respectful to those who support or have sustained them.
- R9 The student is able to explain the complexity of justice, the common good and the configuration of the political society and the State.
- R10 The student values care for the environment and research for a balance between scientific advances and care for the person and the environment.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.	X			
CB2	That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.			X	
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
CG0	Speaking well in public.			X	
CG1	Capacity of analysis and synthesis.				X
CG3	Capacity to apply knowledge into practice.			X	
CG4	Capacity to handle information from different sources.			X	
CG5	Oral and written communication.				X



CG11	Creativity and ability to generate new ideas.				X
CG13	Ability to learn and research skills.				X
CG15	Interpersonal relationship skills.				X
CG17	Ability to issue reports on specific company and market situations.				X
CG19	Commitment, responsibility and ethical sense.				X
CG20	Development of values related to the principles of equal opportunities between men and women, universal accessibility for people with disabilities and, in general, democratic values and a culture of peace.				X

SPECIFIC	Weighting			
	1	2	3	4
CE19			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9	15,00%	Objective Tests
R2, R4, R5, R6, R7, R8	25,00%	Conduct of Theory-Practice
R6, R8	10,00%	Class attendance and participation
R1, R2, R3, R4, R5, R6	50,00%	Final Exam

Observations

OBJECTIVE TESTS: Set of oral and/or written tests used in the initial, formative, or summative evaluation of the student.

THEORETICAL AND PRACTICAL ACTIVITIES: Presentation of content by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom. Group work sessions supervised by the teacher. Study of cases. Meaningful construction of knowledge through student interaction and activity. Critical analysis on values ??and social commitment.

ATTENDANCE AND PARTICIPATION IN CLASS: In-person attendance and proactive attitude in classes.

PRESENENTIAL FINAL EXAM: Oral and/or written test carried out at the end of the course on the subject matter. The student must pass the written test to be able to average with the rest of the evaluation items.

2nd enrollment students are required to complete all evaluation items.

In accordance with the General Regulations for the Evaluation and Grading of Official Degrees and University-Specific Qualifications at the UCV, the single assessment is linked to the impossibility of attending classes for students enrolled in a degree program. It is, therefore, an extraordinary and exceptional assessment system available to students who, with justification and supporting documentation, cannot participate in the continuous assessment system, and who request it from the professor responsible for the course. The professor will expressly decide on the student's request for a single assessment and will inform the student of its acceptance or rejection.



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R6, R8	5,00%	Attendance and participation in the activities of synchronous communication
R5, R6, R7, R8, R9	25,00%	Conduct of deliverables
R2, R4, R5, R6, R7, R8	15,00%	Regular evaluations through online questionnaires.
R6, R7, R8	5,00%	Participation in discussion forums
R1, R2, R3, R4, R5, R6	50,00%	Final on-site assessment.

Observations

The necessary material to follow the course is available on the Platform. The student will be able to solve doubts by means of online tutorials through Teaching platform.

Deliverable activities on Platform: they are brief papers about articles.

Presencial exam: Written test at the end of the course. In the same way of Presencial group, the student must pass the written test in order to average with the rest of the assessment elements.

MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Problem solving, commentaries, summaries to hand in periodically.
- M3 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M5 Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.



- M7 Supervised monographic sessions with shared participation.
- M9 Application of multidisciplinary knowledge.
- M11 Personalized and small group attention. Period of instruction and / or orientation conducted by a tutor with the objective of reviewing and discussing the materials and topics presented in classes, seminars, readings, conducting work, etc.
- M13 Set of oral and/or written tests used in initial, formative or additive assessment of the student.
- M14 Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.
- M16 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.
- M17 Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
- M19 Groupwork sessions in the chat under supervision of the lecturer. Analysis of economic and business case studies, both real and fictitious, in order to build knowledge through the student's interaction and activity. Critical analysis of values and social commitment.
- M21 Monographic sessions though the semester, which will be aimed at current aspects and applications of the subject.
- M23 Set of written or oral tests used for the initial, formative or cumulative assessment of the student.
- M25 Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc., for their discussion or submission in electronic format.
- M27 Individual support for the monitoring and orientation of the learning process. It will be carried out by a lecturer and will pursue the revision and discussion of the materials, topics, readings, tasks, etc.
- M29 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc., for their discussion or submission.



M31 Participation in discussion forums related to the subject under the supervision of the lecturer.





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
On-campus Class M3	R1, R3, R4, R8	30,00	1,20
Practical Class M5	R5, R6, R8	8,00	0,32
Seminar M7	R5, R6, R7, R8, R9	4,00	0,16
Group Presentation of Papers M16	R2, R5, R6, R8, R9	6,00	0,24
Office Assistance M11	R5, R6, R7	4,00	0,16
Assessment M13	R1, R2, R3, R4, R5, R8, R9	8,00	0,32
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group Work M16	R2, R5, R6, R7	30,00	1,20
Independent Work M14	R1, R4, R5	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Synchronous Virtual Session M17	R1, R2, R3, R4, R6, R8	8,00	0,32
Synchronous Vitual Practical Session M1, M19	R5, R6, R7, R8, R9	8,00	0,32
Seminar and Synchronous Virtual Videoconference M21	R5, R6, R7, R8, R9	8,00	0,32
On-site or Synchronous Virtual Assesment M23	R1, R2, R3, R4, R5, R6, R7, R8, R9	6,00	0,24
TOTAL		30,00	1,20

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual Work M25	R1, R2, R3, R4, R5, R6, R7, R8, R9	30,00	1,20
Tutorial Support Sessions M27	R1, R2, R3, R4, R5, R6, R7, R8, R9	10,00	0,40
Group Work M29	R5, R6, R7, R8	20,00	0,80
Discussion Forum M31	R5, R7, R8	20,00	0,80
Continuous Assessment Tasks M23	R1, R2, R3, R4, R5, R6, R7, R8, R9	40,00	1,60
TOTAL		120,00	4,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
U 1. Science and Religion.	This Unit presents science and religion as two great worldviews called to complement each other through the mediation of philosophy. The different types of religiosity are worked on, as well as the two great forms of non-religiosity: atheism and agnosticism.
U 2. Scientific knowledge and religious knowledge	This Unit focuses on the epistemological characteristics of scientific knowledge on one side and religious knowledge on the other side: principles, object, methodology, scope and limits. It shows the need for both types of knowledge in order to arrive at an adequate knowledge of reality.
U3. . Relationships between Science and Religion	This Unit deals with the main types of relationships that can occur, and have historically occurred, between Science and Religion as human activities: conflict, independence, dialogue, complementarity, integration.
U 4. Scientific materialism	This Unit focuses on the nature of scientific materialism and its implications in the understanding of the human being in relation to the characteristics of intelligence and freedom. Fundamental notions such as matter, spirit, scientism, determinism, indeterminacy, freedom, mind, brain, will be explained.
U 5. Science and Faith	Reception of the scientific contents of antiquity in the Christian culture
U 6. Fathers of the Church and Middle Ages	This Unit collects the role of the Holy Fathers in preserving knowledge in Europe after the fall of the Roman Empire, as well as the important work of the Church in promoting culture: medieval manuscripts, libraries, creation of universities.



U 7. The birth of modern science.	This Unit focuses on how the scientific revolution was originated: nature of modern science, most representative figures, and precursors of it in the Middle Ages.
U 8. Galileo Case	Historical figure of Galileo: Trial against Galileo, position of the Church then and today. Contrast with the figure of Copernicus.
U 9. Cosmology and Creation. The origin of universe.	Review of the main scientific theories on the origin and expansion of the universe. Interpretation of the religious proposal of the creation of world. Relationship between both proposals.
U 10. Darwin and Evolution Theory	Historical figure of Darwin. How his theory of evolution was conceived. Position of the Church regarding it: Divine Creation and Providence, and human singularity. Implementations to the Darwinian evolution theory. Difference between evolution theory and radical evolutionism.
U 11. The origins of life and human being.	Main scientific theories on the origin of life and humanity. Dispersion of humanity. Specific characteristics of Homo sapiens sapiens.
U 12. Modern scientists and the question about God.	This Unit focuses on different relevant figures of modern science, attending to their position in front of the question of God: believing scientists, agnostics and atheists. This shows that science neither affirms nor denies God, but that religious belief constitutes a human experience irreducible to mere scientific knowledge, which has no capacity to refute it.
U 13. Science and Ethics.	Ethical nature of the human being. Main ethical paradigms. Essential character of the ethical dimension in professional work. Social dimension of ethics.
U 14. Science, Religion and Ecology.	Integral ecology. The proposal for the care of the common house in Pope Francis.
U 15. Christianity and history of religions.	Specificity and originality of the Christian religion in contrast to the other four great religions in the world (Judaism, Hinduism, Islam, Buddhism).



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Course guide

Year 2025/2026
300207 - Science, Reason and Faith





Temporary organization of learning:

Block of content	Number of sessions	Hours
U 1. Science and Religion.	2,00	4,00
U 2. Scientific knowledge and religious knowledge	2,00	4,00
U3. . Relationships between Science and Religion	3,00	6,00
U 4. Scientific materialism	3,00	6,00
U 5. Science and Faith	2,00	4,00
U 6. Fathers of the Church and Middle Ages	1,00	2,00
U 7. The birth of modern science.	1,00	2,00
U 8. Galileo Case	1,00	2,00
U 9. Cosmology and Creation. The origin of universe.	3,00	6,00
U 10. Darwin and Evolution Theory	2,00	4,00
U 11. The origins of life and human being.	3,00	6,00
U 12. Modern scientists and the question about God.	2,00	4,00
U 13. Science and Ethics.	2,00	4,00
U 14. Science, Religion and Ecology.	1,00	2,00



U 15. Christianity and history of religions.

2,00

4,00

References

Science, Reason and Faith:

Arana, J. (2020) *Ciencia y religión ¿Enemigas o aliadas?*. Ed Senderos: Sevilla

Artigas, M. (1983). *Ciencia, razón y fe. Iniciación filosófica*. Editorial EUNSA: Pamplona(Navarra)

Burgos, J.M. (2023) *La fuente originaria. Una teoría del conocimiento*. Ed. Comares: Granada

Reasonability of religious believing:Escudero, E. (2002). *Creer es razonable: fenomenología y filosofía de la religión*. Ediciones Siquem: Valencia

Pope Francisco. (2013). *Lumen*

fidei.http://w2.vatican.va/content/francesco/es/encyclicals/documents/papa-francesco_20130629_enciclica-lumen-fidei.html

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generis.http://w2.vatican.va/content/pius-xii/es/encyclicals/documents/hf_p-xii_enc_12081950_humani-generis.html

Dialogue between Faith and Science:Ratzinger, J. (2011). *Fe y ciencia. Un diálogo necesario*. Editorial Sal terrae: Maliaño (Cantabria)

Faith and religions in the world:

Ratzinger, J. (2005). *Fe, verdad y tolerancia. Fe cristiana y religiones mundiales*. Editorial Sígueme (4º ed.): Salamanca

Saint John Paul II. (1995). *Evangelium*

vitae.http://w2.vatican.va/content/john-paul-ii/es/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html

Saint John Paul II. (1998). *Fides et*

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Saint Paulus VI. (1965). *Gaudium et*

spes.http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_sp.html

Two great visions of world: Science and Religion:Udías, A. (2010). *Ciencia y religión. Dos visiones del mundo*. Editorial Sal terrae: Maliaño (Cantabria)



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: